**Unit Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2** | |
| **Theme:** | | **Healthy lifestyle ap theme?** | |
| **Topic:** | | **“Life, liberty, and the pursuit of happiness”** | |
| **Learning Scenario** | | Students will be able to exchange information about ways to stay healthy, compare and contrast daily routines, compare their lifestyles and diets to those of with peers from a Spanish-speaking country (Spain). Students will be able to: buy food in a market and supermarket, as well as personal care items, and make plans to play a sport with a friend. | |
| **Standard(s):** | | State and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline. | |
| **Desired Results** | | | |
| **Understandings** | | * There are multiple ways to stay healthy * Routines vary in different parts of the world | |
| **Essential Questions** | | * What is considered a healthy lifestyle in different parts of the world? * Are there other ways to maintain a healthy lifestyle? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Exchange information about ways to stay healthy | | | Reflexive verbs |
| Identify routines – where, when, and how often they perform certain activities | | | Reflexive verbs; Comparatives (más qué, menos que, tanto+noun+como) |
| Compare diet and meal times with others from target language countries | | | Comparatives (más qué, menos que, tanto+noun+como) |
| Describe a weekend where health and fitness were part of your routine | | | Preterite |
| Compare your eating habits when you were little to now (TRIAL) | | | Preterite vs. Imperfect (comer, ser, hacer)  TRIAL |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read authentic text on topic of maintaining a healthy lifestyle written by a native speaker from Spanish-speaking country not yet studied. Compare and contrast to your own routine and lifestyle. | | |
| Interpersonal | Compare and contrast how you maintained your healthy lifestyle during a trip you “planned” and took to a region/neighborhood of your choice in Spain. | | |
| Presentational | After in-class research, present via multimedia presentation how you maintained your healthy lifestyle during a trip you “planned” and took to a region/neighborhood of your choice in Spain. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| -describe how so-and-so gets ready and stays healthy using storyboard images.  -Read and interpret 2 food labels, and identify healthy and unhealthy qualities. Assess whether they are suitable for a person with specific dietary needs. | | | -Create children’s book explaining to a young child how to get ready for school, using reflexive verbs. |
| Learning Activities | | | |
| -interview a partner on their daily routine  -keep a journal, responding to varying prompts given by teacher to practice grammatical structures, in regards to students’ lives and daily activities. Mention the foods that you ate each day  -create an updated food pyramid that responds to the needs of modern lifestyles  -Discuss with partner your daily routine, your habits, and your preferences  -Students write an article on health and fitness/habits from perspective of famous personality of their choice. Exchange with others and try to figure out “who” wrote each article.  -Post questions about health and routines to online forum, and give advice to others using expressions of obligation.  -Interview others about what they ate over weekend/yesterday/on important holidays.  -Discuss with partner planning a meal, what to shop for, etc/plan weekend activities centered around healthy lifestyle | | | |
| Resources | | | |
|  | | | |